



Specific Requirements for Professional Experience
EDEC377: STEM in Early Childhood Education
PrEx 15 days

Drawing on knowledge gained in Modules 1 and 2, you will take purposeful observations of children as they demonstrate behaviours that reflect STEM thinking. You will analyse children’s knowledge and capabilities according to discipline-specific learning trajectories, and develop, plan, analyse and evaluate integrated STEM learning experiences that consolidate and extend children’s thinking relating to two or more STEM discipline areas. This planning will draw on authentic child experiences in the context of family, early learning centre or local community. You will also provide and receive peer feedback on STEM teaching and learning. This unit includes 15 days of professional placement in an ACECQA-approved centre-based early childhood education setting.

TEXTBOOK:

The following textbook is prescribed for all placements in the course.
 MacNaughton, G., & Williams, G. (2008). *Techniques for Teaching Young Children. Choices for Theory and Practice* (3rd ed.). Pearson Education Australia.

Professional Experience Timetable	Tasks
Prior to beginning your professional experience	<p>Task 1: Ensure you have read the various readings and topic notes for the module.</p> <p>Task 2: Ensure that you have consent forms printed and ready for completion on the first day. Download these from the EC Community site.</p> <p>Task 3: Read the Early Childhood Australia (ECA) <i>Code of Ethics</i> http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics Ensure that your behaviour follows the expected ethical standards as laid out in this document.</p> <p>Task 4: Prepare your introductory poster of yourself. Ensure you include a recent, appropriate, professional photo and ask your supervising teacher where it could be displayed in the centre.</p> <p>Task 5: Prepare your professional folder. You will need to ensure you take this to every day of placement and be prepared to show your supervising teacher or a Professional Experience Liaison Officer (PELO) who may visit you while on placement. Also see the Early Childhood PrEx Handbook for more information about your folder.</p>

	<p>This folder will be used as supporting evidence in your discussions with your supervising teacher and a PELO for your final report.</p> <p><i>If for any reason you need to show evidence of your placement, you may be required to submit your folder to your Unit or Course Coordinator.</i></p>
Day 1	<p>Check your supervising teacher has received an email from the Office of Professional Learning. This email contains links and attachments required for reporting and supervising you.</p> <p>Complete a setting situational analysis as per the Early Childhood PrEx Handbook.</p> <p>In consultation with your supervising teacher, select two focus children and ask their parents for permission to observe them during your placement. Ensure they complete and return to you the consent form prior to observing their child.</p>
Day 2	<p>Write a list of STEM activities or STEM resources the centre/room has.</p> <p>Begin writing observations of your focus children.</p> <p>At the end of each day, reflect on your observations and determine the children's interests, likes, dislikes, and activities they might be interested in.</p> <p>Share these ideas with your supervising teacher.</p>
Day 3	<p>Collect three pieces of evidence of children's STEM interests in the centre/room. The evidence can be photos, resources, observation notes, post-conversation notes with supervising teachers and/or children.</p> <p>While observing children's STEM activities, note the questions asked during STEM activities. Refer to Topic 3 and MacDonald and Rafferty's (2021) inquiry-based learning (p. 24) and 'good' questions (Appendix 1).</p>
Day 4	<p>Observe and speak with supervisor teacher regarding how they plan STEM activities. For example,</p> <ul style="list-style-type: none"> • How do they embed children's interests in STEM activity planning? • What is added to a STEM activity when it is set up? • How does the ECT involved all areas of STEM in an activity? • How is inclusion promoted in the activities? <p>Write notes and take photos (without children present) and add these to your Placement Folder.</p>

Day 5	<p>Plan three STEM-focused planning cycles (as Assignment 1). Write them on the Planning Template (see EC Community Page).</p> <p>Ask for feedback from your supervisor teacher about the three planning cycles and add the feedback as reflection in your Placement Folder.</p> <p>Make any required changes to your three STEM-focused planning cycles. You may need to write a second draft.</p>
Day 6-10	<p>Over the coming week, implement your three STEM-focused planning cycles. Write notes and observations of the planned activities. Take photos (if allowed) to supplement the activities.</p> <p>At the end of each day, reflect on the activity and make changes to what was planned. Ensure you record all changes in your Placement Folder.</p> <p>Speak to your supervising teacher during the week and ask for feedback. Make any changes they suggest and reflect on these in your Placement Folder.</p>
Day 11 (and to the end of your placement)	<p>Collect evidence about how Aboriginal and Torres Strait Islander perspectives were represented in your centre.</p> <ul style="list-style-type: none"> - How are Aboriginal and Torres Strait Islander perspectives visually represented in the classroom, play areas and outdoor spaces? - Review STEM projects and activities. How are these projects designed to incorporate Aboriginal and Torres Strait Islander culture and/or knowledge? - How do children respond to these activities? <p>Discuss with your supervising teacher for further ideas that can embed Aboriginal and Torres Strait Islander perspectives in STEM activities.</p>
Day 12 (and to the end of your placement)	<p>Observe and document environmental sustainability practices in your centre.</p> <ul style="list-style-type: none"> - What are the sustainability practices of the centre and of the room? <p>How do children participate in sustainability practices?</p>
Day 14	<p>Reflect on what STEM knowledge and process skills children have developed and share with your supervising teacher.</p>

<p>Day 15</p>	<p>On your last day of placement, continue to work directly with the children, gather examples for your Evidence Log and comments for your Reflective Learning Journal.</p> <p>Meet with your supervising teacher about your Professional Experience Report and ask about any areas of strength or improvement you may have or need to address in future professional experience placements.</p> <p>Review your Professional Experience Report with your supervising teacher. Ensure the report includes the date and signatures of both you and your supervisor, before your supervising teacher submits the report to the OPL. Your grade for the unit will not be finalised until the OPL has the final report.</p> <p>Your evidence log will be useful when discussing your placement. Also, refer back to the Tracking Expectations page in the EC Handbook to ensure that you have completed everything required.</p> <p>The Professional Experience Report must be completed by the final day of the professional experience placement and emailed to the Office for Professional Learning oplreports@une.edu.au</p> <p>Ensure your professional folder is up to date and well-organised, as it is a useful record of your professional experiences and development as an Early Childhood Teacher.</p> <p>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio.</p> <p>Make sure that you finish your placement by showing your appreciation to the:</p> <ul style="list-style-type: none"> • Children, • Parents, • Educators, and • Staff.
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Appendix 1

Topic 3 (From the EDEC377 My Learn site)

Examples of 'good' questions require children to:

- Manipulate prior information,
- State an idea in their own words,
- Observe and describe an event or an object,
- Find a solution to a problem,
- Compare,
- Explain their thinking,
- Apply ideas to new situations,
- Make predictions or inferences,
- Make a judgement. (MacDonald & Rafferty, 2021, p. 24)